Opportunity Gaps in Advanced Course-Taking

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What is the definition of an advanced course?

- Courses that are more rigorous than minimum graduation requirements
 - i.e. Precalculus, Calculus, Statistics, Physics, et cetera
 - This analysis focused on math and science courses
- Dual Credit courses
 - Advanced Placement, International Baccalaureate, Tech Prep, Running Start, Cambridge, and College in the High School

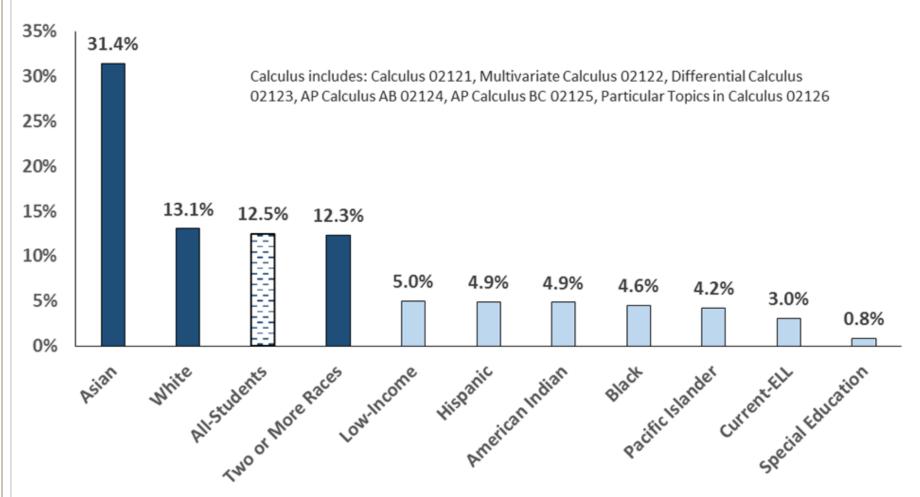
New Data for a New 2015-2018 Strategic Plan

1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.

Annual - September

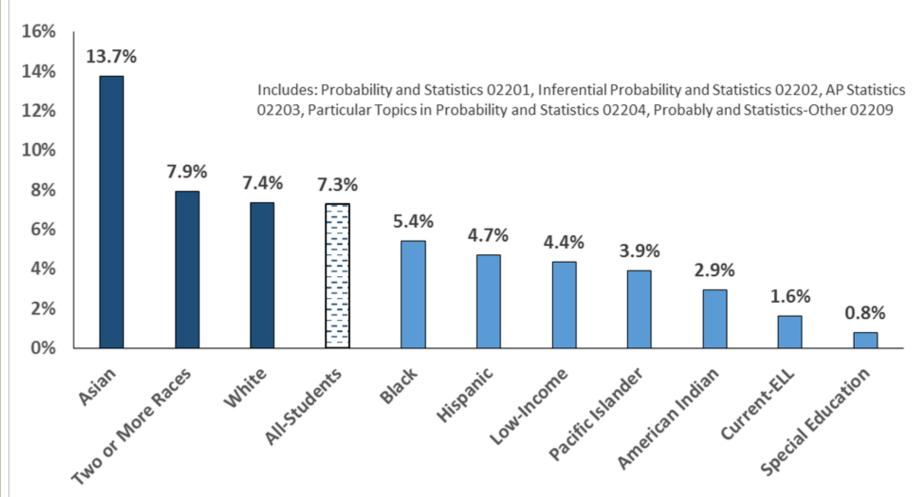
Spotlight Report on Advanced Course-Taking Data

Percentage of Each Student Group Earning One Credit of Calculus in the Class of 2014



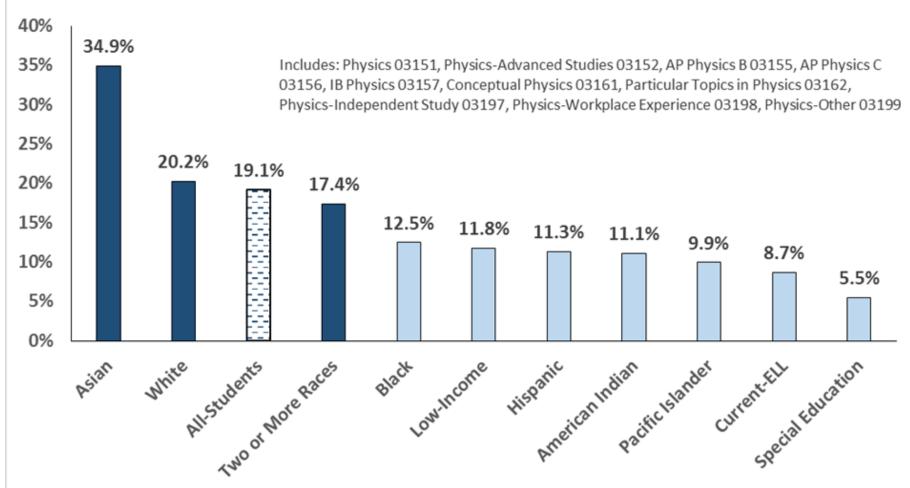


Percentage of Student Group Earning One Credit of Statistics in the Class of 2014



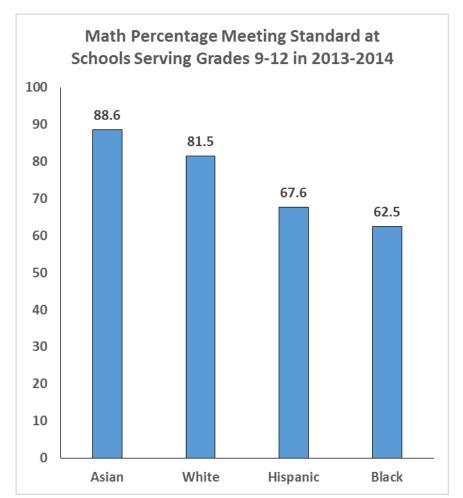


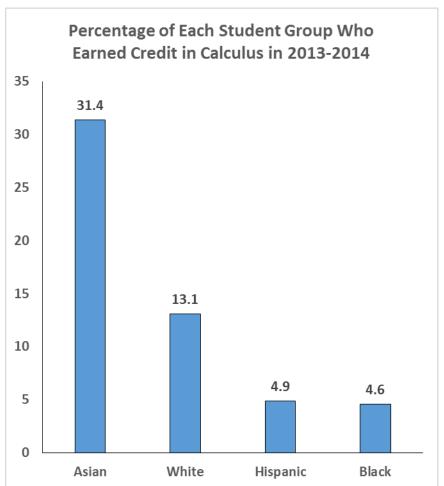
Percentage of Each Student Group Earning One Credit of Physics in the Class of 2014



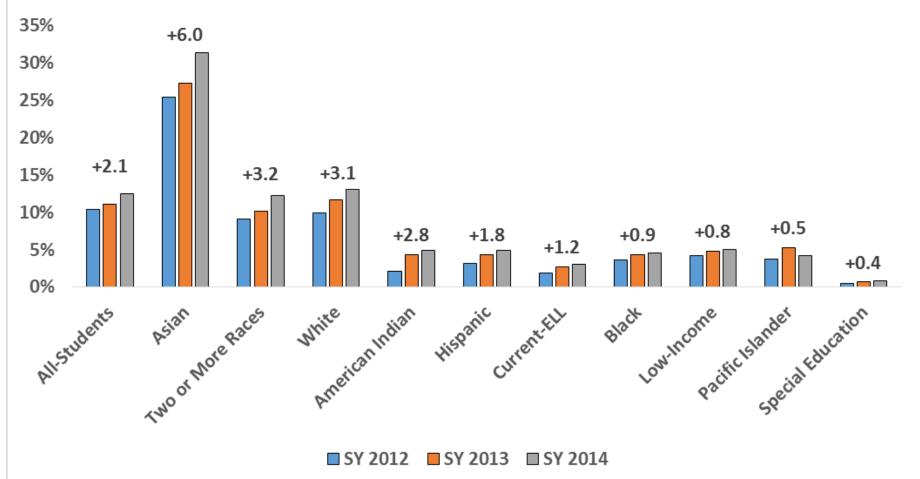


Course-Taking Gap may be Wider than the Achievement Gap





Three-Year Change in Percentage of Each Subgroup Who Earned One Credit of Calculus





Guiding Questions

 What may cause opportunity gaps in advanced course-taking?

What policy work could close those opportunity gaps?

 What are next steps for the Board's work on opportunity gaps in advanced course-taking?



Possible Causes of the Gaps and Potential Policy Work

- Adequate performance is needed to thrive in advanced courses
 - Close achievement gaps
 - Place students only if they are ready
- Some students who are ready are not placed in advanced courses
 - Acceleration policies advance kids to rigorous coursework

Possible Causes of the Gaps and Potential Policy Work

- Financial Barriers Fees and transportation
 - Fee reduction and waiver programs
 - Online courses, College in the High School, bus passes, travel period
- Only 11th and 12th graders are allowed to enroll in certain Dual Credit programs
 - Expand access to more advanced course-work to 9th and 10th graders.
- Lack of accountability for course-taking patterns
 - Use of Dual Credit and Industry Certification in the Achievement Index

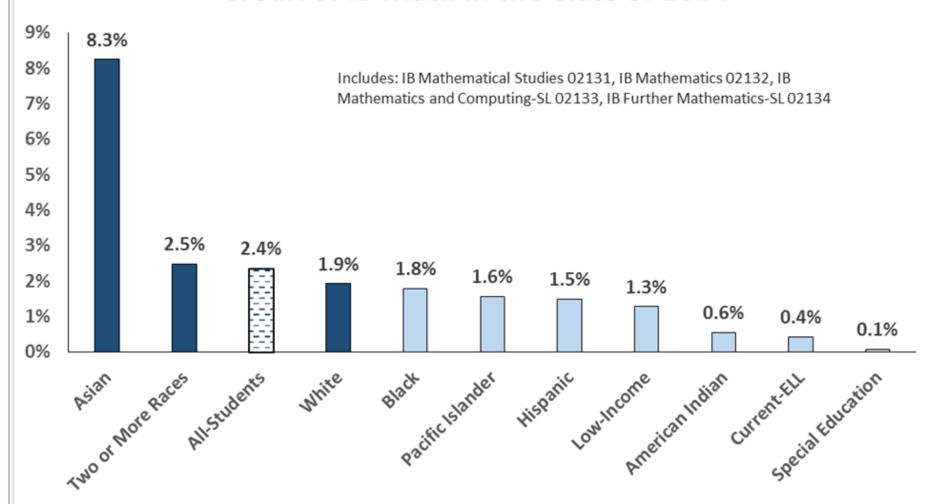


Possible Causes of the Gaps and Potential Policy Work

- Expectations of the student, parents, school staff
 - Parental engagement, including High School and Beyond Plan
 - Cultural competency of school staff
 - When placing kids, be mindful of the placement of siblings, peers, and significant others
- Course availability differences among regions, districts, and schools
 - Expand availability of advanced courses through grants and professional development
 - Innovative options for remote districts, including online courses and College in the High School for content-based acceleration



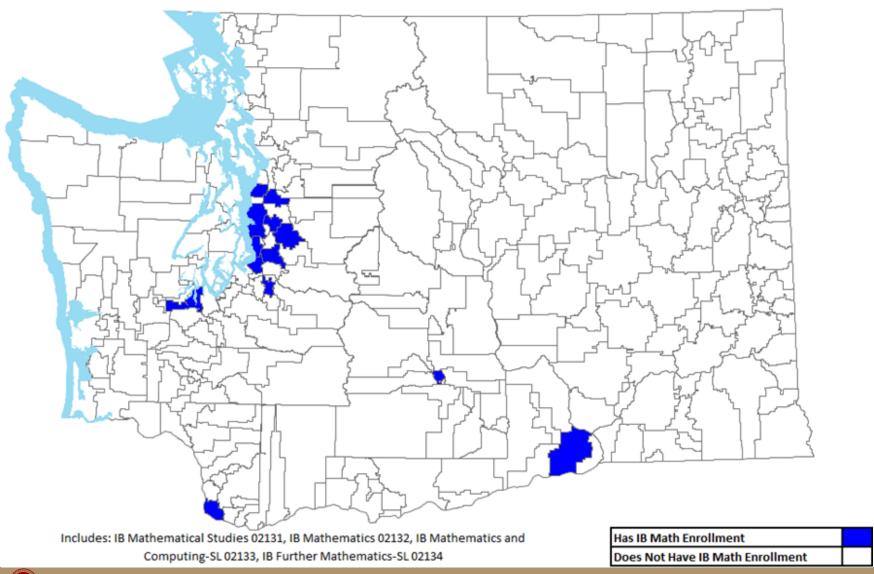
Percentage of Each Student Group Earning One Credit of IB Math in the Class of 2014





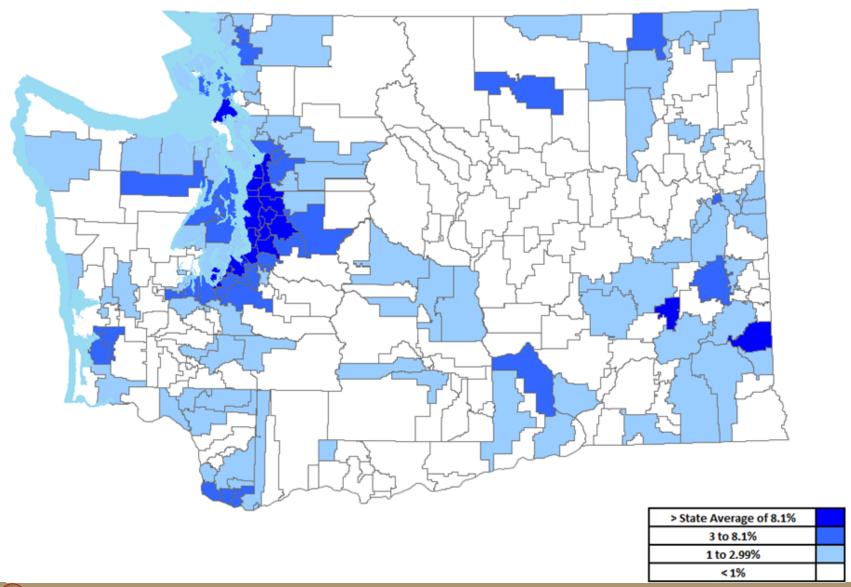
State of Washington

Districts with Students Enrolled in International Baccalaureate High School Math in the 2013-2014 School Year





State of Washington Asian Percentage of Enrollment 2013-2014



Resources

- Website: www.SBE.wa.gov
- Blog: washingtonSBE.wordpress.com
- Facebook: www.facebook.com/washingtonSBE
- Twitter: www.twitter.com/wa_SBE
- Email: sbe@sbe.wa.gov
- Phone: 360-725-6025

